# 2011 fall : Computer Education (undergraduates 3 Credits)

# "Globalizing Education", Global Education major (Undergraduates 3 credits)

Chungbuk National University, 忠北大學

School of Education 師範大學

Instructor: Okhwa Lee, Professor, Education Dept.

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## CBNU-kelege.wikispaces.com

**2011 Fall** 7417010-01 compulsory **3 credit**

instructor : Prof. Okhwa Lee, Chungbuk National University

Tuesday 2-4 PM, Thursday 2-3 PM.

Room 109 (Computer lab)

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## Course Description

When it comes to perspectives on teaching and learning, the smart technology with Web 2.0 has changed everything! We need to prepare education for the 21st century which is expected to be very different from the present one. Although we do not know the future, we can plan for our future and be prepared for it as the future is an extension of what we have experienced in the previous years from industrial society to information society and what we have now. It is commonly agreed that technology will be one of major engine to drive the change of the world. Also education is going to be in the core part of the change in the future. The education is now becoming global and open to the world.

Thus, the keywords for this course are “global education, technology and media for education”. Participants for this course will explore emerging technologies for learning and teaching.

It is going to be a project based course where students will conduct group research activities.

The future educational environment will require active participation from learners with the teaching through research where professors, teachers and students become “Partners in Learning” with the help of emerging information technologies. This course will provide the chance to explore the possibilities how emerging technologies can support instruction.

## Course Goals and Objectives

After the course, students should be able to:

1. Define and use different smart technologies;
2. Explain and demonstrate the educational benefits of wikis, blogs, virtual worlds, simulations, social networking software, etc.
3. Critique articles related to emerging learning technologies and associated pedagogy with them.
4. Use, recommend, or create online resources and portals in a variety of educational settings.
5. Design an innovative research or evaluation project related to online learning
6. Successfully submit research, grant, or other proposals related to learning technologies, the Web 2.0, e-learning, or systemic change in education to conferences, foundations, summits, or institutes.
7. Recognize the work of many key players and scholars in the field of online learning
8. Consult with organizations to evaluate the effectiveness of e-learning courses, programs, and events as well as Web 2.0 technologies.
9. Make recommendations regarding online learning initiatives, programs, and strategies.
10. Obtain a model, guide, or framework to implement new technologies to develop a new international program.
11. Enhancing English communication skills

## Recommended resources

27video by prof. Curt Bonk

[http://www.youtube.com/user/TravelinEdMan#p/c/80131AF31B378ECE](http://www.youtube.com/user/TravelinEdMan%23p/c/80131AF31B378ECE)

quick time needed

<http://www.indiana.edu/~icy/media/de_series.html>

Readings

The learning society (2010, Cisco)

Equipping every learner for the 21st Century skills (2009, Cisco)

References

Educating for citizenship in the 21st century (27 page slides)

Australian council for educational research (2010.10)

UNESCO global education vision (2010) – PDF file presented in Seoul, Global HR forum

Global Education Initiative

<http://www.unesco.org/education/GEI_brochure.pdf>

The theory and practice of online learning second edition (2008)

<http://cde.athabascau.ca/online_book/>

<http://cde.athabascau.ca/online_book/second_edition.html>

http://www.aupress.ca/books/120146/ebook/99Z\_Anderson\_2008-Theory\_and\_Practice\_of\_Online\_Learning.pdf

Transforming American Education: Learning Powered by Technology - *Executive Summary*

<http://www.ed.gov/sites/default/files/netp2010.pdf>

Self initiated learning <http://www.ted.com/talks/lang/eng/sugata_mitra_the_child_driven_education.html> (Sugata Mitra : The child-driven education)

Creativity

[Sir Ken Robinson: Bring on the learning revolution](http://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution.html)

<http://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution.html>

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## Topics

**Background information**

1. Planning an online course
2. Managing general
3. Managing forums
4. Providing feedback
5. Reducing plagiarism

**Preparation for instruction**

1. Building community
2. Instructor social presence
3. Online relationship
4. Collaboration teaming
5. Supplemental materials

**Implementing online learning**

1. Blended general
2. Blended implementation
3. Blended future
4. Writing reflection activities
5. Virtual learning
6. Existing video resources
7. Webinars webcasts
8. Podcasting
9. Wiki
10. Blog
11. Collaborative tools
12. Hands on experiential
13. Project problem product based
14. Global connections collaboration

**Evaluation**

1. Assessing students learning
2. Ending archiving updating reusing
3. trends

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## Class Activity

### Class hour

Tuesday 2-3:40, Thursday 2-2:50

### Schedule of activities

### Review of video in the class

### A student present the main idea for 5 minutes

### Students discuss about the feasibility of idea in Korean and Estonian environment.

### Every student leaves comments in Wikispaces

### Presenter delivers a cool resource to the class

### Practice is led by the presenter

### Multimedia preparation

Head set for all students

**9.1 Thursday**

Chrome OS download

Sharing the Curt Bonk videos and PDF files

## How to use CBNU-kelege-wikispaces.com

**Open an account**

Introducing each other

In home page discussion, leave 10 words which best describe yourself

**9.6 Tuesday**

Introducing Syllabus

Student team for presentation (two students per team)

Visual presentation of Korea, Cheong city, Chungbuk National University

Prezi.com <http://prezi.com/o9y3bqv1wds-/presentation/>

Estonia, Austria

Comments in discussion on each country (In Korean or/and English)

Dongchan : how to use wikispaces

**9.8 Thursday**

Introduction of how to operate the class : 5 minutes

introduction to how to present video summary

Video watching : 1 Planning an online course : 15 minutes

Students : PDF file & headset

Brief summary of main idea : 5 minutes

Present a cool resource and experience it : 15 minutes

Everyone put comments of how to apply the idea in educational setting in the discussion

**9.15 Thursday**

Video watching : 2 Managing general : 15 minutes

Students : PDF file & headset

Brief summary of main idea : 5 minutes

Present a cool resource : 15 minutes

Comments of how to apply the idea in discussion : 5 minutes

**9.20 Tuesday**

Video watching : 3 Managing forums : 15 minutes

**9.22 Thursday**

Video watching : 4 Providing feedback : 15 minutes

**9.27 Tuesday (no class : university anniversary)**

* 1. **Thursday**

Video watching : 5 Reducing plagiarism

Video watching : 6 Building community

**10.4 Tuesday**

Video watching : 7 Instructor social presence

The Learning Society (by Cisco)

Part I: From Education Systems to the Learning Society

Learning is Important, and Increasingly So

The New Morality of Learning

Local Challenges, but a Global Journey

Bigger is Not Better

A New Solution to a New Problem

Part II: Climate Change in Education

Globalization and Learning

Increasing Returns to Learning: No Prizes for Second Place

A Need for Cultural Understanding

Learning Goes Global

Technological Change Demands More and Different Skills

Changing Demand for Skills

A Virtuous or Vicious Circle: The Skilled Get Richer

The Need for a New Curriculum

Specialist Skills for All?

Navigating Knowledge is At Least As Important As Knowing Facts

A New Set of Skills

Demographic Change is Driving a Renewed Need for Lifelong Learning

Retaining and Retraining

Increasing Workforce Participation

Learning for All

An Endless Demand for New Forms of Learning

A Pressing Need for Action

**10.6 Thursday**

The Learning Society (by Cisco)

Part III: Running Out of Steam:

Diminishing Returns on Educational Investment and Reform

Significant Achievement Against Considerable Odds

Diminishing Returns on Increasing Investment

Tinkering Toward Utopia: Incremental Improvement is Insufficient

Part IV: Building on New Knowledge About Learning

New Understandings of How People Learn

Optimum Periods for Different Types of Learning

Get Them While They’re Young

Older Does Mean Wiser

Technology on the Brain

The Importance of Informal Learning

A Complement, not a Substitute

The Power of Peers

Using Research to Maximize Learning

**10. 11 Tuesday**

Video watching : 8 Online relationship

Video watching : 9 Collaboration teaming

Students : PDF file & headset

Brief summary of main idea : 5 minutes

Present a cool resource : 15 minutes

* 1. **Thursday**

The Learning Society (by Cisco)

Part V: Early Signals of the Learning Society

New Technologies are Lighting the Way to the Learning Society

Mass Collaboration and Social Networking

“Edutainment” and “Serious Games”

A World of “Free” Content

Learning Technology Moves from Automation to Transformation

Educational Technology Does Not Have To Be High Technology

The Learning Society Emerging from Extreme Environments

Learning from the Extremes

Investing in Innovation

Making the Extreme Mainstream

**10. 18 Tuesday**

The Learning Society (by Cisco)

Part VI: Building the Learning Society 21

We Have Tried “More” and “Better”: It is Time for “Different” 21

The Nine Principles of the Learning Society 21

New Roles for Existing Players 22

Governments: The Regulator of the Learning Society 22

Existing School Systems: Transform to Education 3.0 22

Higher Education: Expand Reach to Play a Full Role in the Learning Society 23

Effectively Managing Innovation 23

New Roles for New Players 23

Funding the Learning Society 24

Recommendations

**10. 20 Thursday**

Equipping every learners for 21xt Century skills (CISCO)

The Challenge: 1

The High Cost of Low Performance 1

• Return on investment 2

• System reform movement 3

A Paradigm Shift 5

• Learners are changing 5

• Employers need new skills 6

• Can education adapt? 7

• Collaboration and creativity 8

The Approach: 9

Finding the Path to 21st Century Learning 9

• Holistic transformation 9

• 21st century skills 10

• 21st century pedagogy 11

• Technology 12

21st Century System Leadership 15

The Vision: 15

A Global Destination with Local Journeys 15

Next steps: a dialogue 16

End Notes

**10. 25 Tuesday**

Video watching : 10 Supplemental materials :

Video watching : 11 Blended learning general

Video watching : 12 Blended learning

Video watching : 13 Blended future

**10. 27 Thursday**

Video watching : 14 Writing reflection activities

Video watching : 15 Virtual learning

**11. 1 Tuesday**

Video watching : 16 Existing video resources

Video watching : 17 Webinars webcasts

Video watching : 18 Podcasting

**11. 3 Thursday**

Video watching : 19 Wiki

Video watching : 20 Blog

**11. 8 Tuesday**

Self initiated learning <http://www.ted.com/talks/lang/eng/sugata_mitra_the_child_driven_education.html> (Sugata Mitra : The child-driven education)

Creativity

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**11. 10 Thursday**

Video watching : 21 Collaborative tools

**11. 15 Tuesday**

Video watching : 22 Hands on experiential learning

Video watching : 23 Project problem product based

Video watching : 24 Global connections collaboration

**11. 17 Thursday**

Video watching : 25 Assessing students learning

**11. 22 Tuesday**

Video watching : 26 Ending archiving updating reusing

Video watching : 27 trends

**11. 24 Thursday**

UNESCO global education vision (2010) – PDF file presented in Seoul, Global HR forum

**11. 29 Tuesday**

Final paper presentation & discussion

Each student will use 10 minutes for presentation (eight students) in Korean or English

Topic for the final report “Curriculum for Global Education”

Structure of the report on “Research on Global Education”

1. Global Education Programs available at universities in the world
2. Concepts of global education
3. Suggested curriculum

**12.1. Thursday**

Final paper presentation (four students)

**12. 6 Tuesday**

Final paper presentation (eight students)

**12.8. Thursday**

Final paper presentation (four students)

## Class Tasks

### A. summary of videos : 30%

**Group project** : Two students will team up to review a video each week

Presentation : 5 minutes for summary of key ideas15 minutes to show a cool resource

Each audience student will make comments on discussion for the usage of the cool resource on the discussion

The following has to be uploaded on the page before the class.

Structure of the summary paper (less than 2 pages in MS word )

1. Summary of the video Provide titles with explanation

Key ideas

Examples of challenges

Advice and guidelines

1. Introduction of cool resources
   1. Short introduction to the cool resource (some of tools provided by the video or new material)
   2. Task for hands on experience

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**B. Summary of reading :** 20%

**Individual work**

Each student summarize the part in English and make PPT slides

Use the form given for this class

After the class, the slide will be loaded (on the same day as the class).

**C.Final report : 30%**

**Individual report** : less than 10 pages long by Dec. 1, 2011

Final report “Curriculum for Global Education”

Structure of the report on “Research on Global Education”

1. Global Education Programs available at universities in the world
2. Concepts of global education
3. Suggested curriculum

Present the report in 10 minutes in the class in Korean or English

**D. Participation in the class : 20%**

In terms of class attendance, it is your responsibility to do the readings and experience the unique activities that will be incorporated into each week. A combination of article readings, verbal and written reactions to ideas, observing demonstration tools or videos, cool resources discussions, participation will be counted in grade. Some of it will be quantitative and qualitative. Keep in mind that I want to hear from you! Your contribution to the discussion in each page will be considered. ***Participation is encouraged at all times.***

## Evaluation

**Grading criteria for A B and C 80%**

1. Relevance *(clarity, content related to class, organized, facts, data, relevant, style)*

2. Resources, Effort, & Digging (*citations/refs, linkages to class concepts, extensive)*

3. Completeness & Coherence *(depth, clear, complete, practical, detailed, important, logical)*

4. Creativity and Richness of Ideas *(richness of information, elaboration, originality, unique)*

5. Knowledge of Topic *(learning breadth & depth, growth, displays understanding of topic)*

**Grading criteria for D 20%**

Individual students’ participation on discussion will be counted and measured qualitatively.

**Bonus 10%**

Students can show they made a progress in language learning (10%)

**Reading presentation**

**10.4 Tuesday**

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The New Morality of Learning

Local Challenges, but a Global Journey

Bigger is Not Better

A New Solution to a New Problem

Part II: Climate Change in Education 김인권

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Increasing Returns to Learning: No Prizes for Second Place

A Need for Cultural Understanding

Learning Goes Global

Technological Change Demands More and Different Skills

Changing Demand for Skills

A Virtuous or Vicious Circle: The Skilled Get Richer

The Need for a New Curriculum

Specialist Skills for All?

Navigating Knowledge is At Least As Important As Knowing Facts

A New Set of Skills 이재호

Demographic Change is Driving a Renewed Need for Lifelong Learning

Retaining and Retraining

Increasing Workforce Participation

Learning for All

An Endless Demand for New Forms of Learning

A Pressing Need for Action

**10.6 Thursday**

Part III: Running Out of Steam: Katariina

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Significant Achievement Against Considerable Odds

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Older Does Mean Wiser

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Part VI: Building the Learning Society 21 Matteo

We Have Tried “More” and “Better”: It is Time for “Different” 21

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21st Century System Leadership 15 홍대형

The Vision: 15

A Global Destination with Local Journeys 15

Next steps: a dialogue 16

End Notes 17